



Ontario

Ministry
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Richard

Canadian Studies

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Hon. Thomas L. Wells

A Supplement to H.S.1 1975-76 and 1976-77

Introduction

In announcing to the Legislature on November 15, 1973, the decision to include mandatory credits in *Canadian Studies* and *English Studies* in the requirements for the Secondary School Graduation Diploma, the Minister of Education made the following statement with respect to the need for Canadian Studies:

In these days of world turmoil and uncertainty, it is of great and increasing importance that our young people come to appreciate and understand this country of ours—Canada—its culture, its heritage, and its national identity—and to have confidence in our unique place and status in the community of nations.

Thus the purpose of the Canadian Studies program, as stated in *Circular H.S.1, 1974-75*, "is to help the student develop an awareness of Canada and an understanding of Canada's place in the global society of which it is a part."

After September 1st, 1974, every student entering the first year of an Ontario secondary school, must, in order to qualify for the Secondary School Graduation Diploma, successfully complete at least two credits in courses designated as *Canadian Studies*. An obligation therefore falls upon secondary school principals and staff to identify and, if necessary, design and establish courses that would form a Canadian Studies program sufficiently broad and varied in approach to provide all students with an opportunity to achieve the objectives envisaged for Canadian Studies. The purpose of this publication is to assist in this process of identification and design.

Definition

As first stated in *Circular H.S.1, 1974-75*, Canadian Studies are defined as courses that have as their major purpose a study of some aspect of Canadian society, be it historical, environmental, cultural, economic, political, geographic, or sociological.

In applying this definition to a particular course, the term *major purpose* is critical; to be classified as *Canadian Studies*, a course may have several purposes, but its major purpose must be to help the student understand the nature of the national society to which he belongs. It would follow that the individual units or topics in a course designated as Canadian Studies could each be clearly shown to contribute to the major purpose.

It will be noted that the definition above uses the terms *Canada* and *Canadian* in a societal context and not just as geographic designations. Thus a Canadian Studies course must deal with circumstances that affect or have affected us as a society, showing their influence on our national condition and outlook. The fact that particular phenomena occur in Canada does not in itself constitute a reason for designating courses that deal with them as Canadian Studies.

To illustrate, a course in physical geography dealing with the effects of glaciation in the distinctive physiographic regions of the continent might draw all its examples from within Canada. Such a course might at first appear to be eligible for designation as Canadian Studies, but this, in fact, is not the case, for its major purpose is not a study of some aspect of Canadian society; rather, its major purpose is to help students understand a particular aspect of physical geography, that is, the action of one agent that has shaped the landscape. This purpose is not altered by the fact that the phenomena dealt with occurred in Canada and are illustrated by Canadian examples.

On the other hand, a geography course might be intended to show the effects of the physical characteristics of Canada on our patterns of communication, settlement, land use, resource development, trade, and national outlook and attitudes. With this as its major purpose, a course would qualify as Canadian Studies. In the process of the course, the student might gain considerable understanding of the elements of physical geography, but this would be a secondary objective.

Criteria

In reviewing courses for possible designation as Canadian Studies, the following sequence of questions may be useful:

- 1 What is the single major purpose of the course?
- 2 Is this major purpose a study of some aspect of Canadian society or merely a study of phenomena that may occur in Canada and that may be illustrated by Canadian examples?
- 3 Do the main topics or units of the course contribute to the major purpose in a logical and recognizable way? A course should not be designated as Canadian Studies, whatever its stated purpose, if its component parts do not support that purpose.

If the major purpose of the course is consistent with the given definition, and the answers to the last two questions are clearly in the affirmative, the course under review can properly be designated as Canadian Studies.

Canadian Studies in the School Program

Each secondary school in the province is unique. As a result, the courses offered in the Canadian Studies program will vary from school to school, and, even within one school, students will be able to choose from a variety of courses that meet the Canadian Studies requirement.

Since the Canadian Studies requirement was first introduced for students entering Ontario secondary schools in September 1974, the development and implementation of courses may be phased over a number of years. This will allow time to develop sound curriculum designs, assemble resources, and make revisions in courses already designated as Canadian Studies. Thus within the limits imposed by school size, staff strengths, and other factors, a range of courses will be offered for student choice.

Using the curriculum review procedures established for the school, the principal and staff members should examine the total school curriculum to determine the optimum Canadian Studies program that might be undertaken.

Balance and range are important elements in a program that provides for student choice. Some courses may be organized along disciplinary lines, while others may be of an inter-disciplinary nature; some may follow themes, and others may explore a domain. Attention should be given to the provision of courses for exceptional students.

As in other programs, care should be taken to ensure that there are courses at various levels of difficulty.

Because courses in Canadian Studies must continue to be relevant to student needs and to the contemporary Canadian scene as it changes with the times, the programs should be kept under review. Schools may obtain assistance from the regional offices of the Ministry of Education in the interpretation of policy related to Canadian Studies.

Select List of Ministry Guidelines

The following is a list of guidelines whose rationale permits the development of courses that would meet the criteria for Canadian Studies. All are authorized for use in Ontario secondary schools as of June 30, 1974.

All these guidelines were developed prior to the adoption of the Canadian Studies diploma requirement, and hence their objectives may not include direct reference to the study of aspects of Canadian society. However, all of them allow the selection of content that would support the major purpose defined for Canadian Studies, while at the same time encompassing other objectives normally associated with the guideline in question.

It should not be assumed that all courses developed from these guidelines will automatically qualify for Canadian Studies designation. Regardless of the guideline from which it is developed, a course will be judged eligible for designation as Canadian Studies on the basis of its nature and major purpose.

It is recognized that courses in Canadian literature constitute a special case. Hence the list that follows includes the guidelines from which these may be developed. A student enrolling in such a course could make its major purpose either the deep-

ening of his understanding of Canada and the Canadian attitude or the development of his language skills, depending on the personal emphasis he applied to the work of the course. Principals may therefore give such courses a dual designation, provided their content and approach permit these alternate emphases. Individual students could count such courses either as English Studies or Canadian Studies, but not both.

G23-010 *Anglais*, K-13, 1970

Once students have moved successfully through the elementary levels of skill acquisition and have basic competence in reading and oral communication, an *Anglais* course could be developed centring on English-Canadian writing, including poetry, plays, novels, short stories, and newspaper and magazine articles. Thus, through the medium of the English language and through carefully planned study and discussion emphasizing English Canadian writing, students could develop a deeper understanding of Canada. Courses so designed would qualify as Canadian Studies.

C11-010 *Consumer Studies*, Intermediate and Senior Divisions, 1972

Courses in this field often have, as their major cognitive purpose, objectives that relate to helping students understand what is involved in making maximum use of their personal purchasing power. Although all its illustrations might be drawn from Canadian examples, such a course would not qualify for the Canadian Studies program.

The rationale of this guideline does, however, allow the development of a course whose major purpose is to enable students to understand how the Canadian marketplace operates and how our unique Canadian circumstances have shaped and are being shaped by our role as consumers. Courses reflecting this theme would be concerned with the study of *one aspect of Canadian society* and could therefore be classified as Canadian Studies.

S60-010 *Economics*, Senior Division, 1971

Since *Economics: Canada* could lead students to an understanding of the structure and processes of Canadian society, this part of the guideline could form the basis of a course in Canadian Studies.

I20-040 *English*, Intermediate Division, 1969

S20-020 *English*, R.P.S.4/1967

The major purpose of courses developed from these guidelines could be the transmission of a literary heritage. A course in which this heritage is mainly Canadian, placing emphasis on Canadian authors, their perceptions of Canada, and their contributions to our culture, could be designated as Canadian Studies.

C52-030 *Environmental Science*, Intermediate and Senior Divisions, 1973

A central aim of the guideline is to encourage the student to become sensitive to environmental concerns and value issues so that he may be able to make wise decisions pertaining to his environment and his community. Some courses derived from this guideline would relate to aspects of Canadian society, particularly courses developed from *Part IV: Planning Man's Future in a Changing Environment*.

I63-080 *Family Studies*, Intermediate Division, Interim, 1973

Family Studies has, as its focus, the well-being of people in the family setting. From a wider perspective, it encompasses the family *as* environment *within* environment. This indicates an approach to the study of the family based on two major concepts: the family is itself an environment that has a profound effect on the development of its members; at the same time, the family is a unit within the social environment, influencing and influenced by the society of which it forms a part. Courses developed from this guideline which focus on the second of the two major concepts, that is, *the family within the environment of Canada*, could fulfil the requirements for a Canadian Studies course.

I21-040 *Français*, Niveau intermédiaire, 1971

S21-050 *Français*, Cycle supérieur, 1973

These guidelines, like those in English, address themselves to a literary heritage. A course based on Canadian authors, on their perception of Canada, and their contribution to our culture transmits part of our heritage and could be designated as a course in Canadian Studies.

S22-060 *French S.15A (11-12) /1970*

Once students have moved successfully through the elementary levels of skill acquisition and have basic competence in reading and oral communication, a French course could be developed centring on French-Canadian writing, including poetry, plays, novels, short stories, and newspaper and magazine articles. Thus, through the medium of the French language and through carefully planned study and discussion emphasizing French-Canadian writing as well as other aspects of French Canadian culture and history, students could develop a deeper understanding of Canada. Courses so designed could be designated as Canadian Studies.

I61-050 *Geography*, Intermediate Division, Interim (*Man and the Earth*), 1973

Part B of the *Man and the Earth* guideline provides a framework for the development of courses on Canada, its people, their attitude towards their land, the society they

have created in it, and the bonds they have established to unite its distant parts. Courses developed from the guideline could therefore qualify for designation as Canadian Studies.

I61-090 *Geography* RP. 35/1962

This guideline encourages students to explore the resources of Canada and the industrial activities of Canadians, and could serve as the basis for courses in Canadian Studies.

I62-010 *History* I.7 & I.9/1962

Courses entitled *The History of Canada, Britain and the United States of America from 1901 to the Present*, which emphasize the place of Canada in a world setting and which provide for the study of Canada's federal and provincial governments could properly be designated as Canadian Studies courses.

I62-040 *History*, Intermediate Division, Interim, 1973

Courses developed from this guideline should focus on Canada and Canadians with an ever broadening scope that will provide for the student an opportunity to develop insights about this country, its people and their various traditions.

I62-090 *History* RP.35/1962

The purpose of courses developed from this document is to help students understand and appreciate their own country—its historical development, its democratic way of life, its government and economic structure, its culture and heritage, its involvement in world affairs. Courses composed of learning units related directly to this purpose could therefore be designated as Canadian Studies courses.

S64-010 *Law*, Senior Division (*Le droit*, cycle supérieur/1972)

This guideline encourages students to *investigate interactions in our society which have legal implications*. Courses developed from the guideline and related to this purpose could therefore be designated as Canadian Studies courses.

S63-070 *Man in Society* RP.48/1965

The aim of courses developed from this syllabus is to lead the student to an understanding of some of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives. An emphasis on Canadian institutions and forces and the examination of the society in which Canadian students live could qualify a *Man in Society* course for designation as Canadian Studies.

C11-030 *Man, Science and Technology*, Intermediate and Senior Divisions, 1972
An objective for courses derived from this

guideline is to enable students to better evaluate and respond to changes in technology and concomitant changes in human affairs. As such, the objective obviously does not meet the criteria for the Canadian Studies designation. However, if this objective were made a subsidiary one and the major purpose were to show how our situation and outlook *as Canadians* have been shaped by technology, the guideline could provide the basis for courses in Canadian Studies.

Few nations have entrusted their national existence to the technologies of transportation to the extent that Canada has. Thus the guideline topic *Moving Man and His Materials* could be an appropriate vehicle for a course in Canadian Studies. Our national circumstances are also moulded by our resource-based economy, and topics related to this, such as *Charles Saunders, Behind Everything: The Chemical Industry, History of Electricity and the Generation of Hydro-Electric Power*, and *Metals and their Working*, could also be developed into major units of a Canadian Studies course.

C74-010 *Screen Education* K-13/1970

Appendix A of this guideline suggests two detailed approaches to the film: the documentary approach and the theme approach. A course that approaches the film through the use of themes that explore aspects of Canadian society could qualify for the Canadian Studies designation.

S61-040 *Urban Studies*, Senior Division, 1971

The aim of the *Urban Studies* guideline is to suggest ways of organizing studies that will lead to a better understanding of the nature of cities and towns. Courses that pursue this understanding by investigating the phenomenon of urbanization in the Canadian context could be designated as Canadian Studies. An approach to *Urban Studies* that developed this understanding from a global perspective would be within the rationale of the guideline but could not be designated as Canadian Studies.

Courses from Other Ministry Guidelines

1 The rationale and objectives of current guidelines not listed in the preceding section relate too exclusively to their nominal field of application to permit the development of courses meeting the criteria for Canadian Studies.

2 Some of these other guidelines contain sections that relate to the Canadian Studies theme. If one of these sections were enlarged to comprise an entire course, or if a number of such sections from different guidelines were combined, the resulting course would no longer be within the rationale of any single Ministry guideline and would have to be considered an

experimental course requiring specific Ministry approval.

3 The Secondary School Honour Graduation guidelines constitute a special case. Some of these provide potential vehicles for Canadian Studies, particularly *Home Economics* S.6(13)/1968, and *History, Senior Division / Histoire, cycle supérieur*, 1970. Further, Honour Graduation courses in *Français* S.46(13) /1968, *French* S.15A(13) /1968, *Anglais*, 1970, and *English* S.4(13)/1968, can be eligible if certain aspects are chosen, as described earlier in this document.

These courses may be counted toward the Secondary School Graduation Diploma provided they are not also counted toward the Honour Diploma. (See note 6 under the heading *Requirements for the Secondary School Honour Graduation Diploma* on page 7 of *Circular H.S.1, 1975-76 and 1976-77*.) If they are used in this way and are designated as Canadian Studies by the principal, they may also be used to fulfil the Canadian Studies requirement.

Experimental Courses

As in the case with all courses offered in secondary schools for diploma credit, courses designated as Canadian Studies may either be within the rationale of currently authorized Ministry guidelines or they may be outside it and introduced with specific approval from the Ministry.

Although a wide range of courses may be developed for Canadian Studies designation from current guidelines, as outlined in the section "Select List of Ministry Guidelines", some schools may wish to develop the Canadian Studies theme in other ways. For instance, some innovative courses may be the result of modification to existing guidelines as alluded to previously. Another possibility for innovative work in the Canadian Studies context might be the development of multi-disciplinary courses that explore Canadian Studies themes.

In past years, schools have developed innovative courses related to various aspects of Canadian Studies, and many school staffs have developed expertise in defining goals, framing courses, and searching out resources. In order that the intent of the innovative course may be as explicit as possible, it is suggested that the title chosen should be both precise and descriptive.

The procedure for obtaining approval for new or experimental courses is outlined in item 5 under the heading "Development of Courses" on page 5 of *Circular H.S.1, 1975-76 and 1976-77*.

Select Bibliography

For all courses in Canadian Studies students should use a variety of Canadian sources, such as Canadian periodicals and newspapers, both current and back issues (in microform), community resource files, books, pamphlets, recordings, films, videotapes, and audiotapes. The bibliography that follows contains reports and studies related to various aspects of Canadian society as well as other resource materials.

In addition, many of the textbooks listed in *Circular 14* are excellent resources for courses in Canadian Studies since they have been developed by Canadian authors and publishers for the Canadian educational scene.

Brown, Gerald R., ed. *Canada: The Provincial Look*. Ottawa: Canadian School Library Association, 1973.
(Available from: Gerald Brown, Winnipeg School Division No. 1, Library Service Centre, 436 William Avenue, Winnipeg R3A 0J4.)

This is a useful guide to multi-media materials of a provincial and regional nature. Resources are listed by province with an author and title index.

Canada Studies Foundation. *Annual Report, 1973*. Toronto: Canada Studies Foundation, 1973.
(Available from: Canada Studies Foundation, 252 Bloor Street West, Toronto M5S 1V5.)

The Canada Studies Foundation, incorporated in February 1970 as an independent non-profit organization, was designed to find ways of improving the quality of Canadian Studies in elementary and secondary schools of all provinces so young people might gain a better understanding of themselves and other Canadians—the different regional, cultural, and linguistic groups that comprise their country's population. The foundation has sponsored about fifty project teams across Canada. The report contains information about the projects, giving schools an idea of the wide range of courses that might be developed.

The foundation also provides a free bilingual newsletter entitled *Contact* which features articles about its projects written by teacher developers.

Canadian Library Association. *Canadian Materials, 1972*. Ottawa: Canadian Library Association, 1973.
(Available from: Canadian Library Association, 151 Sparks Street, Ottawa K1P 5E3.)

This publication provides an annotated guide to print and non-print materials

issued in the calendar year 1972. Similar listings of Canadian materials were produced for the years 1971 and 1970.

Canada, Information Canada. *Federal Government Publications Selected for High School Libraries, 1973*. Ottawa: Information Canada, 1973.

(Available from: Information Canada, 171 Slater Street, Ottawa K1A 0S0.)

This is an annotated list of approximately 500 federal government publications issued in the English language between January 1967 and June 1973. They were selected because of their direct relationship to high school curricula. Many of the publications are also applicable to elementary school programs. A supplement was published in April 1974.

Doughty, Howard; Saint, Julia; Skidmore, Darrell; and Wallace, Keith. *Canadian Studies '73*. Toronto: Ontario Secondary School Teachers' Federation, 1973.

(Available from: Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto M5R 2B9.)

This resource booklet is a practical guide to the development and teaching of interdisciplinary, thematic courses whose purpose is to lead the student to a broader understanding as well as a deeper appreciation of Canada. Each of the eight sections contains its own select bibliography. The sections are titled: *Economics in Canadian Studies*; *Mosaic or Melting Pot*; *A Canadian Dilemma*, *The Canadian Identity: A Study of Culture*; *The Canadian Political Process*; *Canadian-American Relations*; *Canada and the World*; *Local Studies*; and *Canadian Personalities*.

Hodgetts, A.B. *What Culture? What Heritage?* Toronto: Ontario Institute for Studies in Education, 1968.

(Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V5.)

The booklet summarizes a two-year investigation into the teaching of Canadian History, Social Studies, and Civics in the elementary and secondary schools of all ten provinces.

Massey, Norman B. *Canadian Studies in Canadian Schools*. Toronto: Council of Ministers of Education, Canada, 1971.
(Available from: Council of Ministers of Education, Canada, 252 Bloor Street West, Toronto M5S 1V5.)

This report, published in English and French, summarizes the results of a cross-Canada survey undertaken to find out the ways in which young people study Canada, Canadians, and life in Canada.

Ontario Institute for Studies in Education. *Focus on Canadian Studies*. Toronto: Ontario Institute for Studies in Education, 1970.

(Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V5.)

A report on a conference on Canadian Studies held in 1969, this publication presents an assessment of the contributions possible from each of the disciplines. Papers are presented by Edward H. Humphreys, T.C. Byrne, and E.J. Ingram.

Ontario, Ministry of Education, *Canadian Curriculum Materials: Circular 15*.

Toronto: Ontario Ministry of Education.
(Available from: Ministry of Education, Ontario, Publications Office, Mowat Block, Queen's Park, Toronto M7A 1L4.)

This publication is a teachers' guide to learning materials of Canadian authorship and manufacture. It suggests a variety of Canadian resources that may be made a part of a student's learning experiences. While *Circular 15* serves all subject areas in Ontario education, it lists many items that have special relevance to Canadian Studies.

Ontario, Ministry of Education. *Répertoire 15—Matériel didactique canadien*. Toronto: Ontario Ministry of Education.

(Available from: Ministry of Education, Ontario, Publications Office, Mowat Block, Queen's Park, Toronto M7A 1L4.)

This publication lists many French-language books, films, and other resources suitable for the study of various aspects of Canadian life. All the materials are of Canadian origin and manufacture.

Snow, Kathleen M., and Houck, Philomena. *Canadian Materials for Schools*. Toronto: McClelland & Stewart, 1970.

This book is designed to introduce teachers to the wealth of Canadian resource materials available in all media. Bibliographies at the end of each chapter can serve as aids to selection. The emphasis is on materials in the English language.